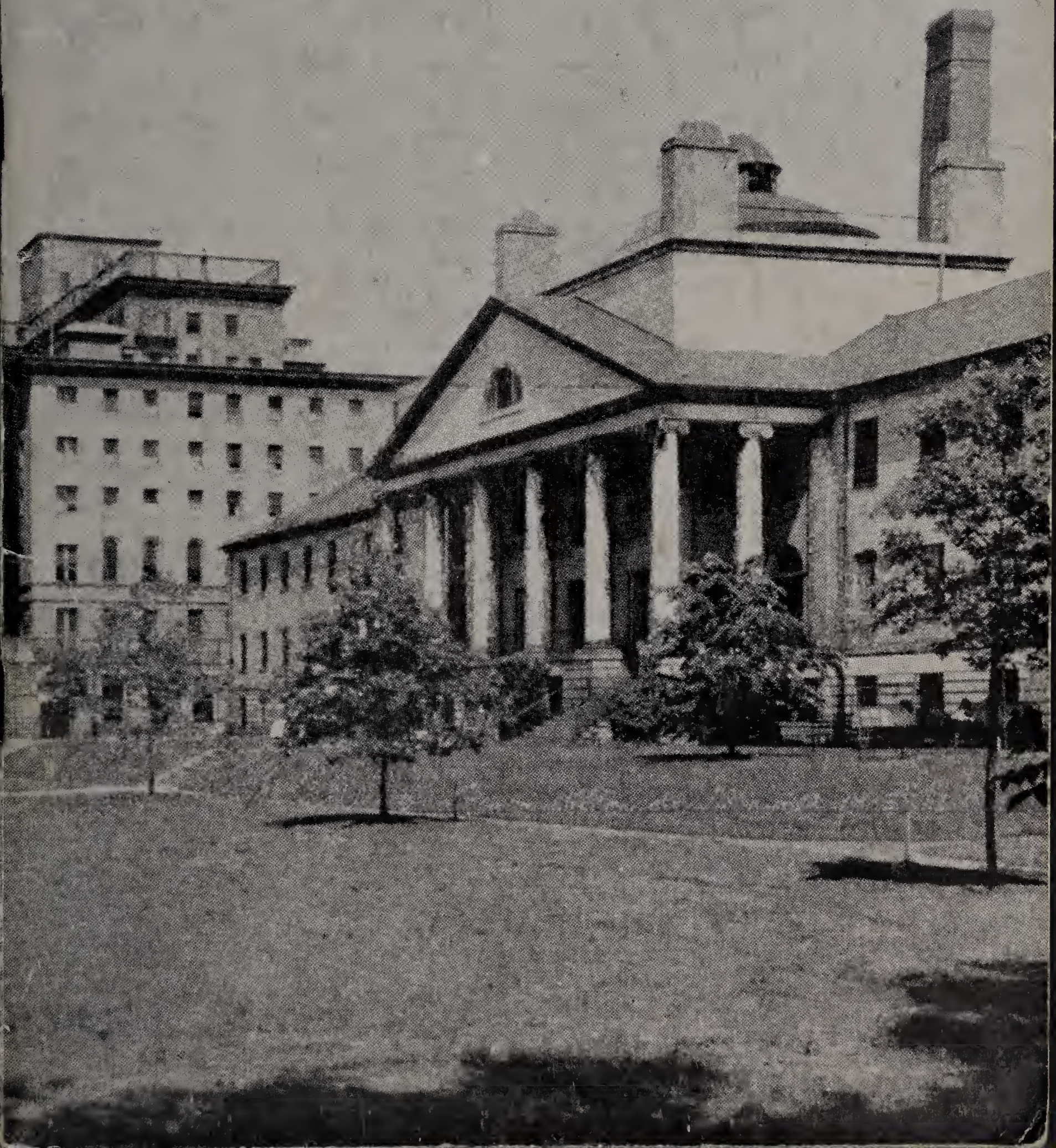


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Mass. General Hospital
School of Nursing
The School of Nursing
of the
Massachusetts General
Hospital
1949-1950



"NURSING IS AN ART—AND IF IT BE MADE AN ART, REQUIRES AS EXCLUSIVE A DEVOTION, AS HARD A PREPARATION AS ANY PAINTER'S WORK, FOR WHAT IS THE TRAINING TO DO WITH DEAD CANVAS OR COLD MARBLE, COMPARED WITH HAVING TO DO WITH THE LIVING BODY—THE TEMPLE OF GOD'S SPIRIT. NURSING IS AN ART WHICH CONCERNS EVERY FAMILY IN THE WORLD."

—FLORENCE NIGHTINGALE.

The School of Nursing
OF THE
Massachusetts General Hospital

BOSTON, MASSACHUSETTS



ANNOUNCEMENT
FOR
1949 and 1950

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FACULTY—TEACHING AND SUPERVISORY STAFF

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Director Emeritus of the School of Nursing and Nursing Service

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course, McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the School of Nursing, Massachusetts General Hospital, 1920-1946; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-1946; Instructor in Professional Problems, 1920-1946; Instructor in Social Hygiene, 1933-1946. Director Emeritus of the School of Nursing and Nursing Service, 1946-.

J RUTH SLEEPER, R.N., M.A., *Director of the School of Nursing and Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A.,

Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-1946; Instructor in History of Nursing, 1933-1946; Director of School of Nursing and Nursing Service, 1946-

✓ SYLVIA PERKINS, R.N., M.A., *Assistant Director of the School of Nursing and Supervisor of Instruction in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School and Nursing Service, 1936-1938, Morristown Memorial Hospital Post-Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction in Nursing, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Director of the School of Nursing, 1941-

✓ EDNA LEPPER, R.N., B.S., *Assistant Director of the Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Mass., 1938-1941; Assistant Director of the Nursing Service, Massachusetts General Hospital, 1941-

✓ HELEN SHERWIN, R.N., M.A., *Supervisor of Instruction in Sciences*

Diploma, Hospital of the University of Pennsylvania School for Nurses, Philadelphia, 1937; B.S., University of Pennsylvania, 1940; A.M., Teachers College, Columbia University, 1942; Staff Nurse, Hospital of the University of Pennsylvania, 1937; Staff Nurse, Seaside Hospital, Staten Island, 1938-1939; Instructor in Nursing Arts, Chestnut Hill Hospital, Philadelphia, Penn., 1940-1941; Educational Director, Waterbury Hospital, Waterbury, Conn., 1942-1945; Supervisor of Instruction in Sciences, Massachusetts General Hospital School of Nursing, 1945-; Instructor in History of Nursing, Psychology, Sociology, and Principles of Teaching, 1945-

JESSIE STEWART, R.N., B.S. in Education, *Assistant Director of the School of Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; B.S. in Nursing Education, Boston University, 1943; Massachusetts Eye & Ear Infirmary: Assistant Head Nurse, 1936-1938; Head Nurse, 1938-1940; Instructor in Eye, Ear, Nose and Throat Nursing, 1940-1941; Massachusetts General Hospital: Supervisor, Medical Wards, 1943-1944; Instructor in Medical Nursing, 1943-1947; Teaching Supervisor, Baker Memorial, 1944-1947; Assistant Director, School of Nursing, 1947-

KATHERINE HARDEMAN, R.N., M.S., *Supervisor of Clinical Instruction*

B.S., North Carolina College for Women, Greensboro, N. C., 1928; Diploma, Presbyterian Hospital School of Nursing, Columbia Medical Center, New York, 1937; Diploma, Midwifery, Lady Curzon Hospital, Bangalore, India, 1941; M.S., Western Reserve University, 1946; Graduate Staff Nurse, Presbyterian Hospital, 1937; Sister Tutor and Assistant Director of Nurses, A.M. Hospital for Women and Children, Madeira, India, 1938-1943; Teaching Supervisor, Obstetrical Nursing, Protestant Hospital, Nashville, Tenn., 1944; Assistant Director of Nurses, Protestant Hospital, Nashville, Tenn., 1945; Supervisor of Clinical Instruction, Massachusetts General Hospital, 1946-

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

MARIE SCHERER ANDREWS, R.N., B.S., *Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1936; B.S., Boston University, School of Education, 1941; Staff Nurse, Baker Memorial, 1936; Head Nurse, Massachusetts Eye and Ear Infirmary, 1936; Instructor in Nursing, Eye, Ear, Nose and Throat Diseases, 1937-1942; Public Health Nurse, Boston Community Health Association, summer 1942; Instructor in Orthopedics, Boston University, School of Education, 1945; Instructor in Orthopedic Nursing, Bouvé-Boston School of Physical Education, 1947; Instructor in Orthopedic Nursing, Boston College School of Nursing, 1948; Massachusetts General Hospital, Supervisor, Surgical and Orthopedic Wards and Instructor in Surgical and Orthopedic Nursing, 1942-1946; Instructor in Surgical Nursing 1946-

MARGARET BERRY, M.A., *Instructor in Nutrition and Diet Therapy*

B.S., Home Economics, Skidmore College, 1929; Dietary Internship, Massachusetts General Hospital, 1930; Graduate Certificate, Scripps Metabolic Clinic, Cal., 1935; M.A., Teachers College, Columbia University, 1946; Dietitian, Morton Hospital, Taunton, Mass., 1930-1935; Massachusetts General Hospital: Assistant Dietitian, Baker Memorial, 1936; Dietitian, Phillips House, 1937-1941; Nutrition Instructor, Episcopal Hospital, Philadelphia, 1941-1943; Instructor in Nutrition and Diet Therapy, Massachusetts General Hospital, School of Nursing, 1943-

ADELE L. CORKUM, R.N., *Supervisor of Surgical Wards*

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; Massachusetts General Hospital: Staff Nurse, 1934; Head Nurse, 1934-1940; Assistant Night Supervisor, 1940-1942; Supervisor, Surgical Wards and Instructor in Surgical Nursing, 1942-1944; Supervisor, Central Supply Room and Supervisor of Gynecological Wards, 1944- Instructor in Gynecological Nursing, 1948-

*Arranged alphabetically

✓ DOROTHY G. DISSELL, B.A., M.A., *Counselor*

B.A., Wellesley College, 1935; M.A., University of New Hampshire, 1940; English Department, Putnam High School, Putnam, Conn., 1936-1938; English Department, Hall High School, West Hartford, Conn., 1938-1942; WAAC and WAC, Detachment Commander, 1942-1946; Counselor, Massachusetts General Hospital School of Nursing, 1947-

✓ MIRIAM JEAN DOLLOFF, A.B., *Instructor in Anatomy and Physiology*

A.B., Bates College, 1945; Research Technician, Pratt Diagnostic Clinic, Boston, Mass., 1946-1948; Massachusetts General Hospital School of Nursing, Instructor in Anatomy and Physiology, 1948-

✓ CONSTANCE L. FEREBEE, R.N., B.S., *Supervisor and Instructor in Medical Nursing*

Diploma, University of Virginia School of Nursing, 1944; B.S., University of Virginia, Charlottesville, Va., 1945; Staff Nurse, Norfolk General Hospital, Norfolk, Va., 1944; Supervisor, Surgical Nursing, University of Virginia Hospital, 1945; Baylor University Hospital, Dallas, Texas: Instructor in Medical and Surgical Nursing, and Supervisor of Subsidiary Aides, 1945-1948; Massachusetts General Hospital, Supervisor and Instructor in Medical Nursing, 1948-

✓ JANE GOULD FRAME, R.N., B.S., M.N., *Assistant Instructor in Nursing I*

B.S., Allegheny College, Meadville, Pa., 1944; M.N., Yale University School of Nursing, 1947;; Staff Nurse, New Haven Hospital, New Haven, Ct., 1947; Assistant Head Nurse, 1947; Head Nurse, 1947, New Haven Hospital, New Haven, Ct.; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1948-

✓ NANCY FRASER, R.N., *Supervisor of Health and of Students' Infirmary*

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Massachusetts General Hospital: Head Nurse, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

✓ FRANCES C. GRADY, R.N., *Supervisor of Medical Wards*

Diploma, Carney Hospital School of Nursing, 1931; Public Health, Simmons College, 1931; Massachusetts General Hospital; Baker Memorial, Staff Nurse, 1932-1938; Assistant Head Nurse, 1938-1941; Head Nurse, 1941-1944; Supervisor of Medical Wards, Massachusetts General Hospital, 1944-; Instructor in Medical Nursing II, 1948-

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B.S., University of Massachusetts, Amherst, Mass., 1938; Diploma, Massachusetts General Hospital School of Nursing, 1945; Staff Nurse, Massachusetts General Hospital School of Nursing, 1945; U. S. Army Nurse Corps, 1945-1948; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1948-

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Diploma, St. Vincent Hospital School of Nursing, Worcester, Mass., 1936; Staff Nurse, St. Vincent Hospital, 1936-1940; Staff Nurse, Pediatrics, Lawrence Memorial Hospital, New London, Ct., 1940; Staff Nurse, St. Vincent Hospital, Worcester, Mass., 1940-1941; U. S. Army Nurse Corps, 1941-1946; B.S. in Nursing, Boston University, 1947; Massachusetts General Hospital, Head Nurse, 1947-1948; Assistant Supervisor and Instructor in Pediatric Nursing, 1948-

✓ PHYLLIS HESLIN, R.N., *Teaching Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1939; Staff Duty, Baker Memorial, 1940; Private duty, 1940-1943; Staff Duty and Head Nurse, St. Vincent's Hospital, New York, 1944; Burn Project, National Research Council, Massachusetts General Hospital, 1945; Supervisor, Baker Memorial, 1945-1947; Teaching Supervisor, Baker Memorial, 1947-

✓ MILDRED HALACEK HINE, B.S., *Instructor in Chemistry*

B.S., University of Illinois, 1946; Teaching Assistant, University of Illinois, 1946-1947; Research Assistant, Massachusetts Institute of Technology, 1948; Massachusetts General Hospital School of Nursing, Instructor in Chemistry, 1948-

✓ MARJORY A. JOHNSON, R.N., B.S., *Instructor in Microbiology*

B.S., Simmons College, 1929; Diploma, Massachusetts General Hospital School of Nursing, 1929; Science Instructor, Somerville Hospital, 1929-1931; Teachers College, Columbia University, Summer, 1932; Assistant Theoretical Instructor, Massachusetts General Hospital School of Nursing, 1931-1934; Science Instructor, Faulkner Hospital, 1934-1935; Science Instructor, Malden Hospital, 1935-1936; Visiting Instructor, 1937-; Instructor, Simmons College, Summer Session, 1933-; Instructor, Microbiology, Massachusetts General Hospital School of Nursing, 1947-

✓ NORMA C. LARSON, R.N., B.S., *Instructor in Public Health Nursing*

Diploma, Newton Hospital School of Nursing, 1936; Head Nurse, Boston Psychopathic Hospital, 1937; Certificate, Public Health Nursing, Simmons College, Boston, 1938; Staff Nurse, Boston Visiting Nurse Association, 1938-1940; B.S., Teachers College, Columbia University, 1941; Field Nurse, Indian Service, Sacaton, Arizona, 1941-1943; Field Supervisor and Educational Director, Public Health and Visiting Nurse Association, Meriden, Conn., 1943-1946; Instructor in Public Health Nursing, Massachusetts General Hospital, 1946-

✓ HELEN CABOT LATHAM, R.N., B.S., M.L., *Supervisor of Pediatric Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1931; B.S., Teachers College Columbia University, 1938; Master of Letters, University of Pittsburg, 1947; Head Nurse, Good Shepherd Hospital, 1933-1934; Nursery School Instructor, Bellevue Hospital, 1935-1938; Instructor, Children's Memorial Hospital, Chicago, Ill., 1938-1940; Pediatric Supervisor, Long Island College Hospital, Brooklyn, N. Y., 1940-1941; Educational Director and Instructor, University of Pittsburg, Children's Hospital, 1941-1945; Probation Officer, Juvenile Court, Pittsburg, Pa., 1945-1948; Supervisor and Instructor in Pediatric Nursing, Massachusetts General Hospital, 1948-

✓ MARIAN C. MAXWELL, R.N., Supervisor, Out-Patient Department

Diploma, Massachusetts General Hospital School of Nursing, 1927; Head Nurse, Massachusetts General Hospital, 1927-1928; Private duty, Phillips House, 1928-1929; Staff Nurse, Childrens' Island, summer 1929; Student, Philadelphia Hospital Communicable Diseases, October, 1929- December, 1929; Simmons College, School of Public Health, 1930; Community Health Association, Boston, 1931-1937; Public Health Nursing, Cold Spring Harbor, New York, 1937-1941; Needham Public Schools, Needham, Mass., 1941-1948; Massachusetts General Hospital, Supervisor, Out-Patient Department, 1949.

✓ MARJORIE RITSHER MEYER, B.S., R.N., *Assistant Instructor in Nursing I*

B.S. and Diploma in Nursing, Russell Sage College, 1947; Staff Nurse, Operating Room, Lahey Clinic, 1947; Peter Bent Brigham Hospital, Staff Nurse, 1947-1948; Simmons College School of Nursing, Assistant Instructor in Nursing, 1948; Massachusetts General Hospital School of Nursing, Assistant Instructor in Nursing I, 1948-

✓ JEAN MILLER, B.S., *Therapeutic Teaching Dietitian*

B.S., State Teachers College, Framingham, Mass., 1946; Dietetic Internship, The Johns Hopkins Hospital, 1947-1948; Therapeutic Teaching Dietitian and Instructor in Diet Therapy and Tray Service, 1948-

✓ POMONA JEAN MITCHELL, B.S., R.N., *Instructor in Nursing I*

B.S., and Diploma in Nursing, Simmons College, 1945; Boston City Hospital, Assistant Instructor in Nursing Arts, 1945-1948; Massachusetts General Hospital School of Nursing, Assistant Instructor in Nursing, 1948-

✓ ABIGAIL NORRIS, R.N., *Supervisor Operating Room, Instructor in Operating Room Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; Baker Memorial Hospital: Staff Nurse, 1934-1935; Head Nurse, 1936; Night Supervisor, 1936-1937; Massachusetts General Hospital: Neurosurgical Operating Room Supervisor, 1937-1939; Memorial Hospital, Worcester, Massachusetts: Operating Room Supervisor, 1939-1946; Lynn Hospital, Lynn, Massachusetts: Operating Room Supervisor, 1946-1947; Massachusetts General Hospital: Assistant Operating Room Supervisor, 1947-1948; Operating Room Supervisor, Instructor in Operating Room Nursing, 1948-

✓ NATALIE LOIS PETZOLD, B.S., R.N., *Assistant Instructor in Nursing I*

B.S., and Diploma in Nursing, Simmons College, 1948; Simmons College School of Nursing, Assistant Instructor in Nursing Arts, 1948; Massachusetts General Hospital School of Nursing, Assistant in Nursing, 1948-

✓ MARIE ELLEN REARICK, R.N., B.S., *Supervisor in Neuro-psychiatric Nursing*

B.S., Worcester State Teachers College, 1937; Diploma, Massachusetts General Hospital School of Nursing, 1944; Massachusetts General Hospital: Head Nurse, 1944-1946; Neuro-psychiatric Supervisor and Instructor in Neuro-psychiatric Nursing, 1947-

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Diploma, Springfield Hospital, Springfield, Mass., 1940; B.S. in Nursing Education, Boston University, 1947; Springfield Hospital: Assistant Head Nurse, 1940-1941; Head Nurse, 1941-1942; Clinical Instructor and Supervisor, 1942-1944; Waltham Hospital, Waltham, Mass.: Assistant Director of Nursing and Assistant Principal of the School of Nursing 1944-1946; Massachusetts General Hospital: Surgical Supervisor, Instructor in Surgical Nursing and Pharmacology II, 1947-

✓ THERESA STRONG, *Librarian*

Assistant, Winthrop Public Library, Winthrop, Mass., 1921-1923; Assistant and Branch Librarian, Newton Free Library, Newton, Mass., and Newton-Wellesley Hospital, Newton Lower Falls, Mass., 1923-1946; Librarian, Massachusetts General Hospital, School of Nursing, 1946-

✓ HENDRIKA A. E. VANDERSCHUUR, R.N., *Teaching Supervisor, Baker Memorial, and Assistant Instructor in Medical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; Massachusetts General Hospital, Head Nurse, 1935-1944; Teaching Supervisor, Baker Memorial, 1944-; Assistant Instructor in Medical Nursing, 1945-

✓ MARGUERITE DONNELLY WEST, R.N., *Assistant Instructor in Nursing I*

Diploma, Massachusetts General Hospital School of Nursing, 1946; Massachusetts General Hospital: Assistant Head Nurse, 1946-1947; Head Nurse, 1947; Assistant Instructor in Nursing Arts, 1947-

✓ EILEEN WOLSELEY, R.N., *Supervisor in Surgical Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1938; Massachusetts General Hospital, Baker Memorial: Staff Nurse, 1938-1940; Assistant Head Nurse, 1940; Head Nurse, 1941-1947; Assistant Supervisor, Surgical Wards and Instructor in Urological Nursing, 1947-

ADMINISTRATIVE PERSONNEL GENERAL HOSPITAL NURSING SERVICE

EVA HICKS, R.N.	Administrative Assistant
SOPHIE McDONOUGH, R.N.	Assistant Night Supervisor
CHARLOTTE GATES, R.N.	Assistant Night Supervisor
HELEN HEWITT, R.N.	Night Supervisor
CECILE LITTLEFIELD, A.B., R.N.	Assistant Night Supervisor
MARGARET MAHER, R.N.	Assistant Night Supervisor
ANNA VIDEN, R.N.	Supervisor of Residences and Lay Personnel

ADMINISTRATIVE PERSONNEL BAKER MEMORIAL NURSING SERVICE

ANNA GRIFFIN, R.N.	Assistant Director of the Nursing Service
MARION BATES, R.N.	Supervisor
ANNA CARR, R.N.	Supervisor of Operating Room
ANNA CROTTY, R.N.	Supervisor
ANNA GILOOLY, A.B., R.N.	Night Supervisor
MARJORIE LANDERS, R.N.	Assistant Evening Supervisor
MARY MAHONEY, R.N.	Assistant Evening Supervisor
MARY MCGRADY, R.N.	Assistant Night Supervisor
ANNA RAFTERY, R.N.	Supervisor
IRMA WIRTA, R.N.	Evening Supervisor

HEAD NURSES

MILDRED ACKER, B.S., R.N.	HELEN HORNER, R.N.
JOAN ALLEN, R.N.	CLEORA HORTON, R.N.
ELIZABETH ANDERSON, R.N.	MARY KEWER, R.N.
JEANNE ARSENAULT, R.N.	SHIRLEY KING, R.N.
CORA BIGELOW, R.N.	CELIA KRASNOGER, R.N.
MARJORIE BLACKWELL, R.N.	DOROTHY LANDERS, R.N.
ELAINE BLAISDELL, R.N.	ANN LAVIGNE, R.N.
CLARA BLANK, R.N.	CAMILE LETENDRE, R.N.
LORRAINE BOTT, R.N.	ALBERTA LIBBEY, R.N.
VERONICA BYRNE, R.N.	HAZEL LISHNESS, R.N.
ANN CAHILL, R.N.	S. MARIAN MACAULAY, R.N.
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MARY CARGILL, R.N.	MARION MCKAY, R.N.
EDITH CARLSON, R.N.	GRACE NANGLE, B.A., R.N.
THELMA COGSWELL, R.N.	ANN PERLEY, R.N.
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PHYLLIS' COX, R.N.	BERNETA PLATT, R.N.
MURIEL DOW, R.N.	BARBARA RAIMER, R.N.
NORMA DUNHAM, R.N.	PHYLLIS REA, R.N.
MARY FITZGERALD, R. N.	ESTHER READE, R.N.
MARY GARDNER, R.N.	MARIE ROZAK, R.N.
HELEN GILMORE, R.N.	AMELIA RUSSELL, R.N.
RUTH GOEHRING, R.N.	FLORENCE SOYKA, R.N.
EUNICE GRANT, R.N.	ALICE ZEISHNER, R.N.
MARGARET HAMILTON, R.N.	

LECTURERS

DR. JOSEPH AUB	Medical Nursing I
DR. HERBERT BARRY, JR.	Psychiatry
DR. FREDERIC BARTTER	Medical Nursing I
DR. EDWARD F. BLAND	Medical Nursing I

DR. BERNARD BRIGGS	Surgical Nursing
DR. MADELINE BROWN	Neurological Nursing
DR. LEO B. BURGIN	Nursing of the Child
DR. ALLAN BUTLER	Nursing of the Child
DR. G. C. CANER	Neurological Nursing
DR. EDWARD B. CHURCHILL	Surgical Nursing
DR. WILLIAM S. CLARK	Medical Nursing I
DR. STANLEY COBB	Psychiatry
DR. DAVID P. CORDRAY	Diseases of Eye, Ear, Nose, and Throat
DR. JOHN CRAWFORD	Nursing of the Child
DR. DIANE CROLL	Pathology
DR. PERRY J. CULVER	Medical Nursing I
DR. LOWREY F. DAVENPORT.	Medical Nursing II
DR. WILLIAM A. DICKSON	Nursing of the Child
DR. BROWN M. DOBYNS	Surgical Nursing
DR. GORDON DONALDSON	Surgical Nursing
DR. JOSHUA C. DROOKER	Diseases of Eye, Ear, Nose, and Throat
DR. RICHARD EUSTIS	Medical Nursing II
DR. ROY F. FEEMSTER	Medical Nursing II
DR. ROBERT FENNELL	Pathology
DR. HARLAN I. FIRMINGER	Pathology
DR. FRANCIS F. FOLDES	Surgical Nursing
DR. ANNE P. FORBES	Medical Nursing I
DR. GERALD GARCELON	Surgical Nursing
DR. ROBERT GRIESMER	Dermatology
DR. IRAD B. HARDY	Surgical Nursing
DR. REED HARWOOD	Medical Nursing I
DR. ROBERT S. HORMELL	Orthopedic Nursing
DR. FRANCIS M. INGERSOLL	Gynecological Nursing
DR. BERNARD M. JACOBSON	Medical Nursing I
DR. WILLIAM JEFFERIES	Medical Nursing I
DR. LUCIE JESSNER	Nursing of the Child
DR. CHESTER M. JONES	Medical Nursing I
DR. ROBERT J. JOPLIN	Orthopedic Nursing
DR. BYRL J. KENNEDY	Pharmacology II
DR. WALTER KERR	Urological Nursing
DR. KATHERINE KIEHL	Nursing of the Child
DR. PETER KNAPP	Psychiatry
DR. CHARLES KUBIK	Neurological Nursing
DR. EDWARD LAWLOR	Diseases of Eye, Ear, Nose, and Throat
DR. DOROTHEA G. LOOFBOUROW	Medical Nursing I
DR. CHARLES LOWE	Pediatrics
DR. FRANCIS McDONALD	Nursing of the Child
DR. LELAND S. MCKITTRICK	Surgical Nursing
DR. CARROLL G. MILLER	Surgical Nursing
DR. HENRY A. MOSHER	Diseases of Eye, Ear, Nose, and Throat
DR. IRA T. NATHANSON	Surgical Nursing
DR. ELSIE S. NEUSTADT	Nursing of the Child
DR. OGLESBY PAUL	Medical Nursing I
DR. ABRAHAM PERLEY	Dermatology
DR. WALTER PICK	Nursing of the Child
DR. HELEN S. PITTMAN	Medical Nursing I and II
DR. GARDNER C. QUARTON	Neurological Nursing
DR. FRANCIS M. RACKEMANN	Medical Nursing I
DR. EUGENE E. RECORD	Orthopedic Nursing
DR. GERTRUDE REYERSBACH	Nursing of the Child
DR. MARION M. ROPES	Medical Nursing I

DR. RALPH A. ROSS	Nursing of the Child
DR. ROBERT SCHWAB	Neurological Nursing
DR. HARLEY G. SHANDS	Psychiatry
DR. FIORINDO A. SIMEONE	Surgical Nursing
DR. JAMES SKINNER	Psychiatry
DR. EDNA H. SOBEL	Nursing of the Child
DR. LAMAR SOUTTER	Surgical Nursing
DR. SOMERS H. STURGIS	Gynecological Nursing
DR. JACOB H. SWARTZ	Dermatology
DR. WILLIAM H. SWEET	Neurological Nursing
DR. NATHAN TALBOT	Nursing of the Child
DR. GRANTLEY W. TAYLOR	Surgical Nursing
DR. KURT H. THOMA	Surgical Nursing
DR. DONALD P. TODD	Surgical Nursing
DR. HOWARD ULFELDER	Gynecological Nursing
DR. GEORGE W. VANGORDER	Orthopedic Nursing
DR. WADE VOLWILER	Medical Nursing I
DR. RICHARD C. WEBSTER	Surgical Nursing
DR. EDWIN O. WHEELER	Medical Nursing I
DR. J. C. WHITE	Neurological Nursing
DR. LEMOYNE WHITE	Psychiatry
DR. PAUL WHITE	Medical Nursing I
DR. DAVID WILLIAMS	Urological Nursing
DR. JOHN WISWELL	Medical Nursing I

MISS JOSEPHINE BARBOUR, B.A., B.S.	Social Service
MRS. MARY COTÉ, R.N.	Anesthesia
MISS MARGERY CROTHERS	Social Service
REV. ROLLIN J. FAIRBANKS, M.A.	Psychology
MRS. HAZEL T. FRITZ, A.B.	Social Service
MR. GEORGE MASON, B.S., R.N.	Urology for Men
MRS. EVANGELINE MORRIS, B.S.B.N., R.N.	Social Hygiene
MISS MARY NESBITT, B.S., A.R.P.T.	Physiotherapy
MISS RUTH STEGLICH, A.A., O.T.R.	Occupational Therapy
MISS EDITH M. TERRY	Social Service

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetrical, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients ill with contagious diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the impor-

tance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the Hospital patient. For this, the Hospital provides maintenance and instruction. During the program, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, has added the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The Massachusetts General Hospital

EARLY HISTORY OF THE HOSPITAL.

The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE.

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this Hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY
SERVICE.

This great Hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. This building has beds for 289 surgical patients. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

A small psychiatric division cares for 17 patients, giving an opportunity for some student nurses to have added experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing and accepts students from the Massachusetts General Hospital and other schools of nursing for affiliation in this important field of nursing service.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. Two small units are provided for patients ill with contagious diseases.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The Hospital naturally divides itself into four parts: the General Hospital wards of 524 beds; the Phillips House, the private pavilion of 94 beds and 22 bassinets; the Baker Memorial, the building for people of moderate means, now open to a capacity of 349 beds and 34 bassinets; and the Out-Patient Department with average daily clinics of 758 patients. During the year just closed the first three named departments have cared for over 28,900 patients, and the Out-Patient Department, with its forty-two different clinics, has cared for over 229,000 patients' visits. These facts make evident the Hospital's extensive clinical facilities for the teaching of student nurses.

The School of Nursing

EARLY HISTORY OF THE SCHOOL.

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one Hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the School into the Hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this School for twenty-two years, or until January 1, 1896. Then the management of the School was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the School was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the School was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of a limited number of selected young women who wish both a broad general education and a professional education in nursing. This program was evolved as a result of the conviction of the governing boards of both insti-

tutions that the profession of nursing increasingly requires women with such an education and that many young women interested in a career in nursing wish also the opportunities offered in a liberal arts program.

ALUMNAE—
GEOGRAPHICAL
DISTRIBUTION.

The School, therefore, has passed its seventy-fifth birthday. It has graduated three thousand two hundred and ninety-nine nurses, one of the largest groups graduated from any school of nursing in the world. To the School have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the School have served in every state in the Union, and on every continent on the globe. The year books record these graduates in approximately fifty-six different forms of nursing work and also show that among the women in active work today, few are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public to-day not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

AIM. The aim of the School is to set up a program by means of which the student will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, and to develop her own capacities as an individual.

It is the purpose of this School to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this School recognized the value to the community of the right kind of young woman adequately prepared for nursing.

The School intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

ACCREDITATION. The Massachusetts General Hospital School of Nursing is accredited in Massachusetts and New York. In 1940, the School was surveyed and fully accredited by the National League of Nursing Education. Graduates of the School, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

Facilities for Instruction

CLINICAL FACILITIES.

The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the School is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 524 beds. There are three main services: surgical, medical, and pediatric. There are such special services as dermatology, gynecology, neurology, orthopedics, psychiatry, and urology. Because of the relationship of this Hospital to the Harvard Medical School and because there is such a large element of research in the Hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department maintains 42 different clinics and each student has two or more periods of experience in this Department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 303 beds, and in the Vincent Memorial gynecology service of 46 beds. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing and to the McLean Hospital for a three months affiliation in psychiatric nursing.

There are several elective courses for selected students: one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases; one of four months observation and participation in teaching the basic sciences or in teaching nursing; one of two months at the Massachusetts Eye and Ear Infirmary for special instruction in diseases of the eye, ear, nose and throat; and a two months course at the School of Public Health Nursing, Simmons College, for students with degrees or in the degree program.

Note: The School reserves the right to alter any program or policy outlined in this bulletin.

CLASSROOMS
LABORATORIES
LIBRARIES.

There are two large classrooms and four laboratories of which the School has the exclusive use. One laboratory is equipped for the teaching of sciences, two for nursing, and the other for teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the Hospital. The nurses' reference library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. The library is in charge of a well prepared librarian. It contains 60 periodicals and over 2000 volumes of which 121 are in an historical collection. Students have full access to the Warren Library, the patients' fiction library of 4700 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the Hospital's medical library of 17,600 volumes and 199 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the Hospital. Ward teaching conferences and clinics are held in these rooms, which also offer to the students on each ward a place for study of special ward records and references.

TEACHING
STAFF.

The teaching and supervisory staff includes a large group of nurses and members of other Hospital Departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. A full-time public health nurse on the staff of the School assists with the integration of social and health aspects throughout the curriculum and helps to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the Hospital. The allied departments of Diet Therapy, Occupational Therapy, Physiotherapy, and Social Service provide qualified instructors for classes in their respective fields.

General Information

LOCATION. The School Office is in the White Memorial Building, located on Fruit Street, at the head of North Grove Street.

TO REACH HOSPITAL.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the Hospital grounds, is connected with the main buildings by subway and accommodates 122 students. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used when new classes fill the other houses to capacity. With the exception of 5 single rooms, all rooms in this house are double. The Walcott House is just outside the Hospital grounds and is connected with the main buildings by subway. It has 141 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, laundry, and infirmary. This latter building also has a roof which is available for outdoor use.

HEALTH SERVICE. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself set an example of health. The School endeavors to conserve and promote the health of the students and expects them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

CARE OF ILLNESS.

A member of the medical staff of the Hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. Any or all of the medical resources of this great Hospital are available when needed for student health. The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The Hospital maintains

a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Chest X-rays are taken every six months. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured.

Minor illnesses are cared for in the School infirmary. Illnesses of a more serious nature are cared for in the Hospital without cost to the student, for a reasonable length of time. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this Hospital can not always admit patients with contagious diseases, students who contract these diseases may be cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

HOURS, VACATION,
SICKNESS LEAVE.

The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of house-work, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the house-work was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the preclinical period, the students are off duty every Saturday afternoon and Sunday. Later they have one full day a week and one half day on all holidays.

During the course, nine weeks of vacation are given at such times as best fit the class program, generally in the form of a three-week vacation each year.

Each student is allowed fourteen days of sickness leave during the

course. Absence caused by illness and totaling no more than this amount of time need not be made up before graduation.

LEAVE. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School are determined by the Faculty. Loss of time for any reason other than illness must be made up.

GUIDANCE PROGRAM. Although the student group is large, the individual and her progress remain of paramount importance. To aid each young woman in achieving the greatest professional and personal success and satisfaction, the School maintains a Student Counseling Program and includes on its staff a full-time Student Counselor. Through this program the student finds not merely assistance in solving her personal problems, but also orientation to the new hospital life, systematic guidance in her studies and ward experience, testing and remedial work when it is needed, and expert vocational counseling. Frequent contacts between the student and her own particular faculty advisor supplement the activities of the Counselor in producing student-faculty relationships most favorable to friendly guidance and the full understanding of the student and her needs.

SCHOLARSHIPS— Each year the Hospital offers a limited number of \$100
LOAN FUND. scholarships to students who need financial assistance. An applicant for a scholarship must have been in the School more than six months, and be within more than 6 months of graduation; she must have a class average of 85 per cent, must have demonstrated ability in bedside nursing, and must have a record of good school citizenship. In addition to this aid for older students there are six tuition scholarships of \$100 for each entering class, granted on the basis of need and scholarship merit.

A loan fund for student nurses, which was established in memory of Marion Moir West (1889) by her sister, is administered by the Director of the School of Nursing. Inquiry concerning any of the funds should be addressed to the Director.



Just below historic Beacon Hill are the many buildings that compose
Massachusetts General Hospital.

From her residence the student nurse may look out over the Charles
River Basin and its famous Esplanade.



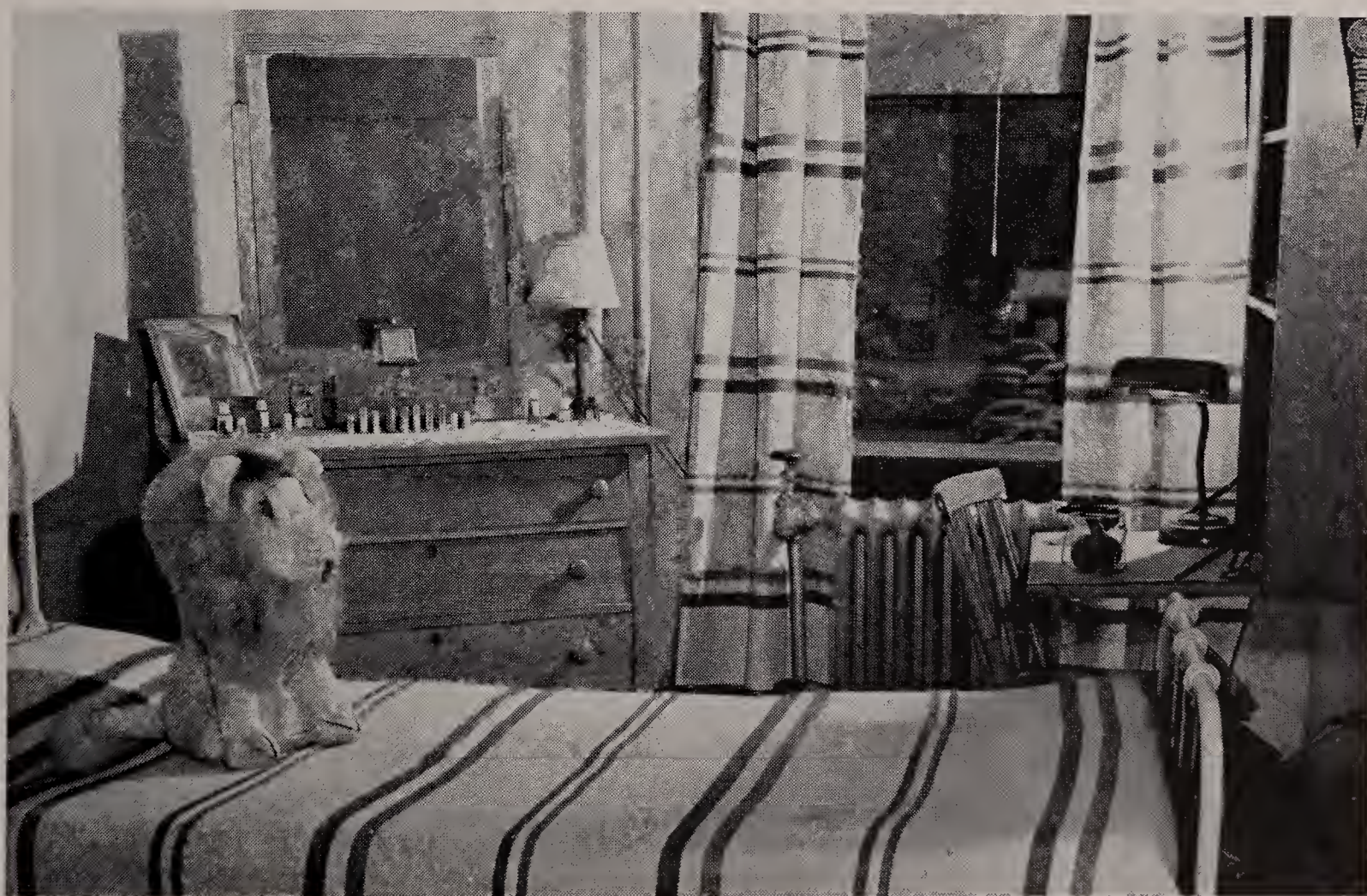
In her residence she finds
opportunity for gracious living



Afternoon tea is a school custom.



In attractive reception rooms she may welcome her guests.



Her own room soon reflects her personality.

To supplement classes there are
correlated laboratory periods

In Microbiology the student learns about the
bacteria behind various diseases.





Preparation of special
nourishments is part of
the practice of
Nutrition.

The basic nursing procedures are demonstrated
and practiced in nursing laboratory

A young nurse
learns how
to apply
a sterile dressing.





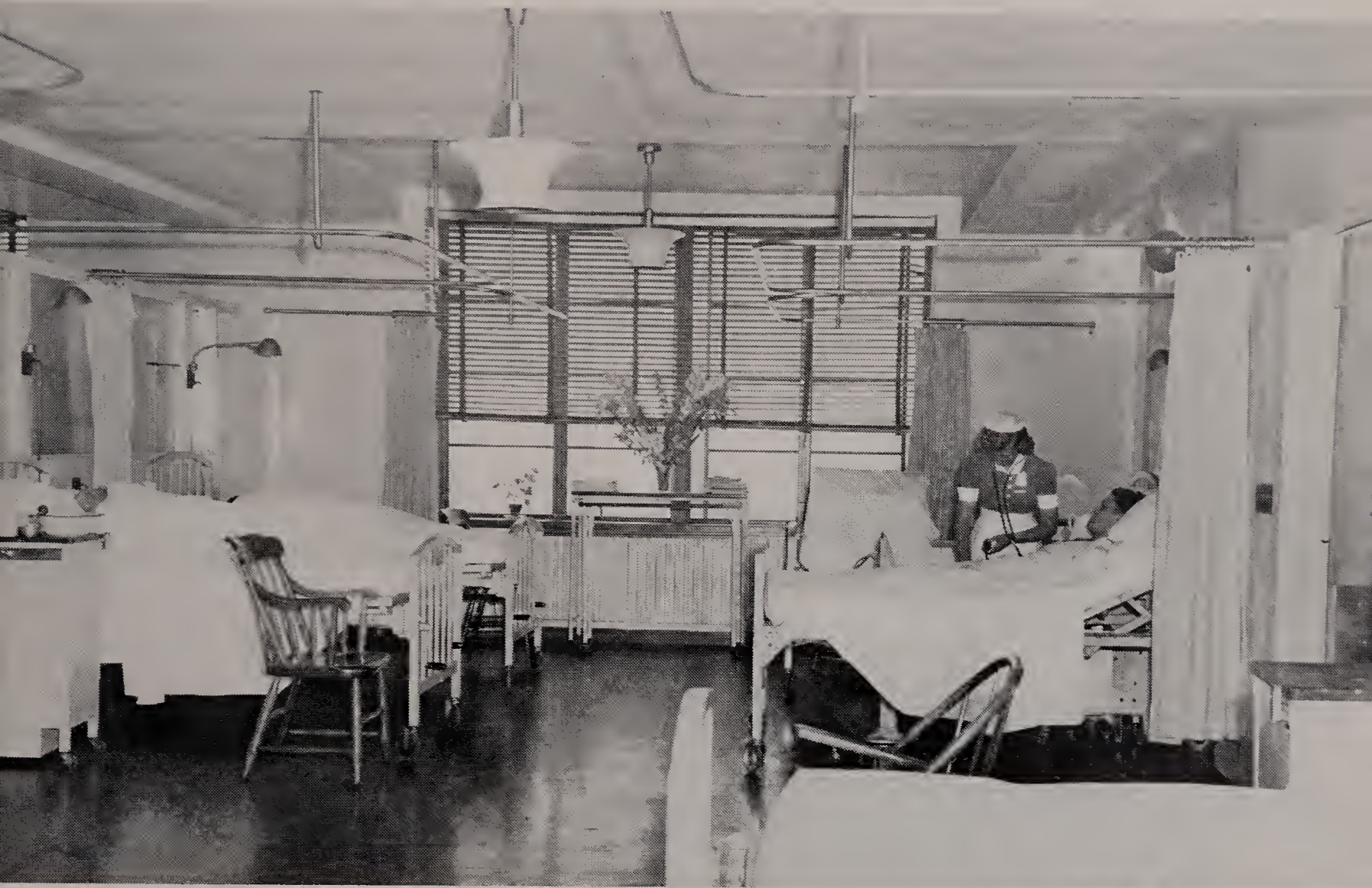
With a class-mate as her patient a student learns to take blood pressures.



Surgical aseptic technique calls for carefully supervised practice

In the hospital itself the student nurse learns to work with people

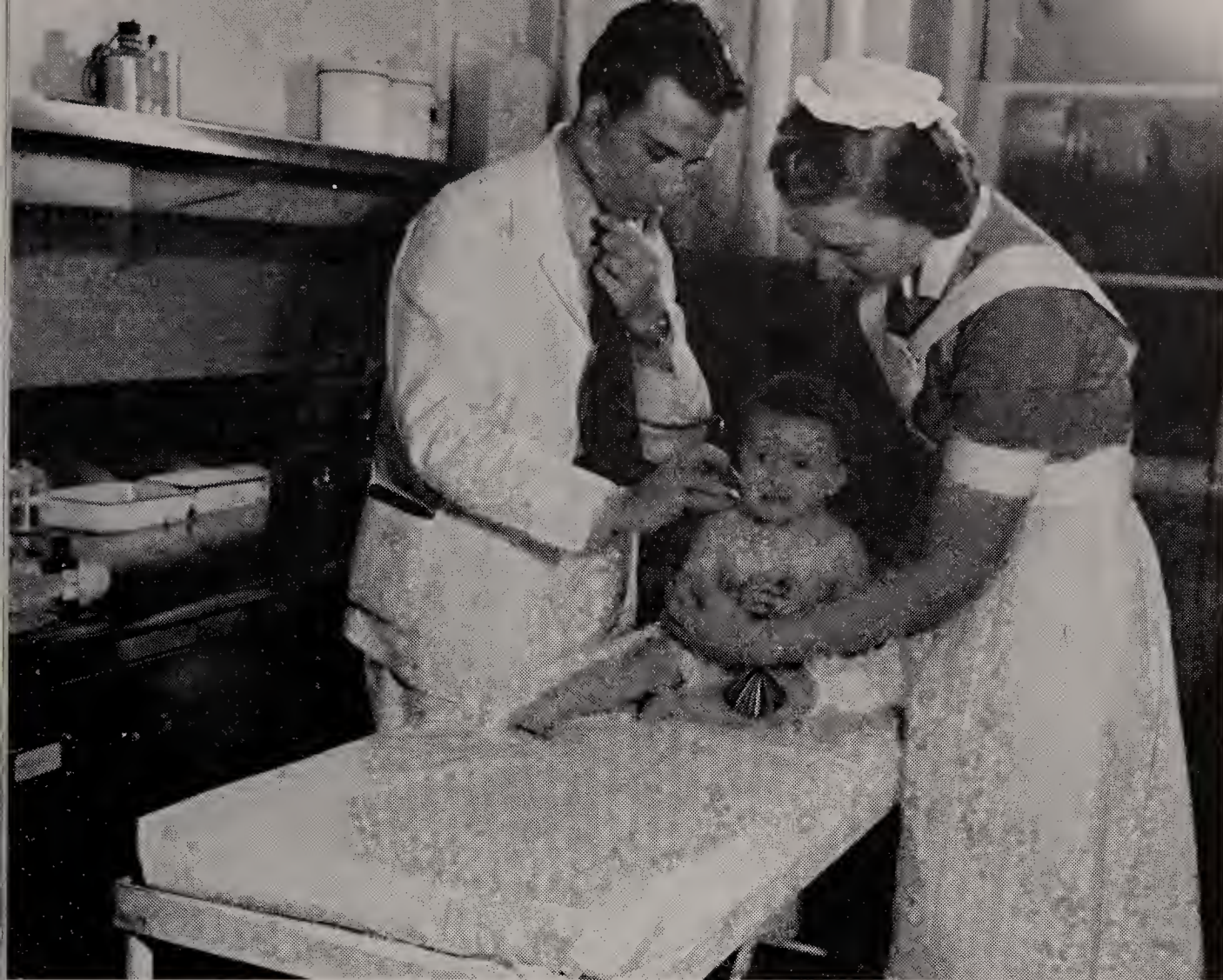
On a ward in the White Building, she cares for a patient after an operation.



In the Baker Memorial, she cheers a recuperating patient.



She gives help and encouragement to an elderly ward patient.



On a Pediatric ward she calms a child while the doctor makes his examination.



With the babies, especially, she learns the importance of "tender, loving care."



The Operating Room offers dramatic experience to every student — as an observer
or, later, as a part of the operating team.

There is out-of-school fun too



For many students,
summer brings sailing on
the Charles River.



Winter, in turn, offers its many
social events.

Time goes fast
—until



Graduation

Diploma Program

GENERAL DESCRIPTION.

In September, 1948, a new plan for the three-year diploma program was introduced. Adopted after a long period of study, and consideration of various types of programs, it is one of the first of its kind in the country. In the new program the three years is divided into two periods. The first, the educational period, is twenty-eight months long. During this time, the students have experience on the wards, taking care of patients; the emphasis, however, is on the student's education. The ward practice during this period is planned to the point of safe learning, but not of skill. There is a good breadth of experience. Following the six months' pre-clinical period there are six three-month periods, including three months each of medical nursing, surgical nursing, surgical specialties, children's nursing, obstetrical nursing, and psychiatric nursing. There are also two months in the Operating Room, one month in the special Diet Kitchen, one month in the Out-Patient Department, and three vacations.

The second period of eight months is a period of practical internship. During this period the student develops the skills requisite to a graduate nurse. Because the student nurses during the internship give full time to supervised nursing practice, they receive a stipend of \$30.00 a month for the eight months.

The new program meets state requirements so far as we know in every state in the country.

PUBLIC HEALTH AND WARD TEACHING.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid not only in the cure but also in the prevention of disease. It is the responsibility of every instructor, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. Since May, 1948, a plan has been introduced by which patients discharged from the hospital are referred for continued

home care by the public health nursing agencies and nursing homes. Each student has the opportunity of observing and sharing in this new plan which coordinates hospital and community care of the sick. During the clinical assignments the ward teaching program is planned to guide the student in the application of her learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family. College graduates with special interest in the public health field may have a two-month affiliation in public health nursing at Simmons College.

Application and Admission

AGE. The preferable age is between eighteen and thirty years, although younger applicants who have demonstrated maturity may be accepted.

CIVIL STATE. The School considers it inadvisable to admit married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. Fifteen units of study are required, namely: 3 units of English (4 years), 2 units of a foreign language, 2 units of history, or 1 unit of history and $1\frac{1}{2}$ unit of civics, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 or $4\frac{1}{2}$ units of elected subjects. The college, general, or scientific program is preferred. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high school graduate must stand in the upper half of her graduating class or must have passed the College

Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear in the judgment of the Faculty to be best qualified for the programs offered in this School.

APPLICATION. Written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter and photograph. An unmounted photograph such as is used for passports is required. An acknowledgment of the application will be forwarded, but an interval of time may elapse before action is taken upon the application.

When the processing of the application has been partially completed, each applicant will be notified by letter that arrangements should be made for an interview. The letter will also suggest several times when an appointment with the Director or one of her assistants would be possible. The applicant should reply immediately, accepting one of the appointments, or, if necessary, requesting another time. No appointments are possible for Saturday afternoons, Sundays, or holidays. Interviews with representatives of the School will be arranged for applicants living at a distance.

All candidates are required to have a physical examination. Applicants for the diploma program are required to take a series of aptitude tests, the charge for which is five dollars. These tests, which are given

by the National League of Nursing Education, examine the applicant's proficiency in various subjects which are related to success in nursing studies. No preparation or special coaching is needed. Full particulars about arrangements for testing will be sent to the prospective student after formal application is filed.

Classes are admitted early in September and March.

TIME CREDIT FOR COLLEGE GRADUATES. Nursing increasingly offers opportunities for the woman who is well educated, who is well prepared professionally, and who possesses the personal qualities and social maturity necessary for a career of public service.

College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 8 months credit of time thereby reducing the total length of the program to 28 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

EXPENSES. The cost of the course including uniforms and regular fees will be approximately \$393.00. Individual items and their costs are as follows:

Registration	\$ 5.00
Tuition	200.00
Student Activity Fee	9.00
Books	40.00*
Library Fee	7.50
Laboratory Fee	10.00
Uniforms	104.75*
Breakage Deposit	10.00
Key Deposit	1.00
Carfare for Excursions	6.00
	\$393.25

*The cost of uniforms and books is subject to change as prices vary.

These expenses will be divided as listed below:

Before entrance		
Registration Fee	\$ 5.00	
On entrance		
Tuition	\$100.00	
Uniforms	76.75	
Books	30.00	
Fees	26.50	
		Total \$233.25
After 6 months		
Books	\$ 10.00	Total 10.00
After 12 months		
Tuition	50.00	
Fees	5.50	Total 55.50
After 18 months		
Uniforms	28.00	Total 28.00
After 24 months		
Tuition	50.00	
Fees	5.50	Total 55.50
Carfare to be used during three years		6.00
Total for three years		\$393.25

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

Certain additional fees may be necessary for some students.

For repeating a course	
If a student is permitted to repeat a course, an additional tuition fee will be charged	
	\$5.00—\$10.00
For re-examination	
If the class standing of a student warrants, opportunity will be given to repeat a final examination	
	\$ 2.00

ADVANCEMENT
AND GRADUATION.

Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Director of the School and the Faculty, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the program be placed on warning or recommended to withdraw. The standard of grading adopted by the School is as follows: A, excellent; B, good;

FIRST
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Biological and Physical Sciences Nursing I Nutrition I Professional Adjustments 1						VAC.	Medical Nursing and Related Classes		Surgical Nursing and Related Courses		
Preclinical Period 24 Weeks Average Ward Experience 7 hours weekly							General Medicine 8 weeks		Diet Kitchen 4 weeks		

SECOND
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Surgical Nursing Continued	Operating Room Nursing Advanced Classes	Psychiatric Nursing						Pediatric Nursing and Advanced Classes		Obstetrical Nursing	
OPD 4 weeks	Operating Room 8 weeks	Psychiatry 13 weeks				VAC.		Pediatrics 13 weeks		Obstetrics 13 weeks	

THIRD
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Obs. Nurs-ing Cont'd	ADVANCED CLINICAL CLASSES		PLANNED WARD TEACHING NO FORMAL CLASSES								
Obs. Cont'd	Adv. Med.	Adv. Surg.	VAC.								
PRACTICAL INTERNSHIP—8 MOS. ADVANCED CLINICAL PRACTICE INCLUDING SPECIALTIES											

C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades are reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the School standard places a student on warning.

EXTRA-CURRICULAR ACTIVITIES.

The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students. At least three formal dances a year are important events. Christmas Candlelight Service holds a special place in hospital tradition. Each class sponsors its own program of activities, culminating in the publication of its year-book and the celebration of coming graduation by a Senior Formal and Senior Banquet.

Informal dances are held frequently in one of the residences. Facilities for tennis, badminton, and softball are available at or immediately adjacent to the hospital. Picnics and excursions to the near-by beaches are very popular during the summer months. The Glee Club is a favorite group, and many students are members of the Sailing Association with sailing privileges on the broad Charles River Basin. The Counselor keeps the students informed concerning lectures, concerts, places of historical interest, and many other opportunities for off-duty enjoyment which Boston offers.

POSTGRADUATE OPPORTUNITIES.

The graduate of the diploma or three year program may enter private practice in a home or hospital or work as an institutional staff nurse immediately upon graduation from the school. With hospital experience she may progress to the position of head nurse, or she may choose to enter a special field

such as industrial nursing, office nursing, or operating room nursing. For those interested in securing advanced preparation there are opportunities in hospital supervision and administration; in schools of nursing, as teachers of nursing and science and as administrators; in public health, as visiting nurses, school nurses, and consultants in special fields, such as orthopedic nursing and mental hygiene.

Graduates of the School who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering programs in nursing. To graduates with no college credit except that allowed for the undergraduate program in nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college program. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing program.

Graduates who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with that College when planning her first two years of college study in order to know that the courses selected will be acceptable to Simmons College for transfer credit.

Graduates of the School who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the Director of the School as being able and prepared to carry college work.

Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may return for two months of clinical experience in the wards of the General Hospital.

Degree Program

Radcliffe College, in cooperation with the Massachusetts General Hospital School of Nursing offers a coordinated plan for the training of a limited number of carefully selected young women who expect to make nursing their profession. This program, which is five years and ten months in length, is unique in that it offers an opportunity to combine a complete liberal arts education leading to the bachelor's degree with the professional education in nursing.

This plan has been evolved as a result of the conviction that the profession of nursing increasingly requires women with a broad educational background. Professional opportunities in nursing and health education and administration, and in medical research, more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

GENERAL PLAN. Students will carry full work at Radcliffe College for the first year and in addition will spend three hours a week at the Massachusetts General Hospital. During the first and third summers there will be an eight weeks summer session at the School of Nursing. Except in the last term of the first four years, instruction will be given both at the College and at the School of Nursing. At the end of the four years, the student will receive the bachelor's degree from Radcliffe. She will then spend two full years in the School of Nursing in the special program provided and will receive the nursing diploma at the close of this period.

Students may choose freely among the 25 undergraduate fields of concentration offered by Radcliffe College. No pre-professional courses will be included in the college program which might in any way limit the breadth of general education. Throughout the program there will be close integration between the College and the School of Nursing. Although the program is continuous, provision is made for substantial vacations each year.

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

FIRST
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
COLLEGE:											
4 FULL COURSES INCLUDING INORGANIC CHEMISTRY											
NURSING SCHOOL:											
ORIENTATION											
									VAC.		SUMMER SESSION, ANATOMY AND PHYSIOLOGY; CHEMISTRY

SECOND
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
COLLEGE:											
4 FULL COURSES											
NURSING SCHOOL:											
MICROBIOLOGY											
VACATION											

THIRD
YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES										
	NURSING SCHOOL: NUTRITION										
	NURSING SCHOOL: SUMMER SESSION, INTRODUCTION TO NURSING, PHARMACOLOGY										
	INTRODUCTION TO WARD PRACTICE										

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE JULY AUG.

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE JULY AUG.

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE JULY AUG.

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE JULY AUG.

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE

SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE

APPLICATION AND
ADMISSION.

Applicants are admitted jointly by Radcliffe College and the School of Nursing and must meet the entrance requirements of both institutions. The School of Nursing accepts in this program only those applicants who are recommended by Radcliffe College and who present the personal and health qualifications requisite to nursing.

Application for entrance should be made directly to Radcliffe College. A personal interview at the School of Nursing will be required of all applicants living within a reasonable distance from Boston. When possible, arrangements will be made for applicants living in distant sections of the country to have personal interviews with alumnae representatives.

TUITION AND FEES
FOR SCHOOL OF NURSING.

During the college years, the student will pay the regular fees to the College as announced in the Radcliffe College catalogue. Tuition and fees for the School of Nursing are listed below.

First Year

Tuition	
Orientation	\$ 20.00

Summer Session

Tuition	50.00
Room	30.00
Meals approximately	50.00
Laboratory Fee	10.00
Books approximately	20.00
	\$180.00

Second Year

Tuition	30.00
Laboratory Fee	5.00
Books approximately	8.00
	43.00

Third Year

Tuition	30.00
Laboratory Fee	5.00
Books approximately	6.00

Summer Session

Tuition	30.00
Laboratory Fee	5.00
Books	8.00
	84.00

Fourth Year

Tuition	60.00
Activity Fee	3.00
Uniforms approximately	80.00
Library Fee	2.50
Breakage Deposit	10.00
Excursions	3.00
Books approximately	20.00
	178.50

Fifth Year

Tuition	50.00
Activity Fee	3.00
Excursions	3.00
Library Fee	2.50
Public Health Fee	40.00
	98.50

TOTAL \$584.00

FINANCIAL AID. The Trustees of Massachusetts General Hospital are prepared to offer scholarships and loans to applicants and to enrolled students who qualify and who are in need of financial aid. All candidates enrolled will also be eligible for assistance from Radcliffe College scholarship funds in precisely the same terms as other Radcliffe students.

PROFESSIONAL OPPORTUNITIES. There are many opportunities for professional nurses in the three major fields of nursing. Positions in hospitals such as ward administration or supervision, offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open either in hospital schools of nursing or universities to those interested

in the teaching of nursing, biological or social sciences, or in educational administration. Positions in public health including visiting nursing, school nursing, or consultant positions in such nursing fields as pediatrics, orthopedics, or mental hygiene provide unique opportunities for broad social contacts and family health teaching.

As a profession nursing is still fluid; new trends constantly developing enlarge horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions and opportunities seldom found in other careers for women.

NOTE: By special arrangement with Hood College, Frederick, Maryland, students who complete two years of work at that college, followed by the regular three-year program at this school of nursing will be awarded the Bachelor of Science degree from Hood as well as the nursing school diploma. Anyone interested in this program should direct an inquiry to Hood College.

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I AND II—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE INCLUDING CARE OF PATIENT'S ENVIRONMENT; BANDING; MASSAGE. INTRODUCTION TO CLINICAL NURSING, INCLUDING MEDICAL AND SURGICAL ASEPTIC TECHNIQUE; ASSISTING THE DOCTOR WITH DIAGNOSTIC TESTS AND TREATMENTS; NURSING CARE STUDIES. (265 classroom hours; 175 hours supervised ward nursing practice.)

Miss Perkins, Assistants and Special Instructors

The aim of this course is to guide the student in the development of the understanding, attitudes, and skills which serve as a foundation for nursing. Scientific principles are emphasized to clarify the reasons for methods used. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation as the condition of a particular patient makes it necessary. In planning nursing care, the patient is considered as a member of a family in a community and as a person with social and economic problems. How to help the patient solve his health problems is a part of each unit taught. Because the nurse works closely with many groups, emphasis is placed on her cooperation with other departments functioning to serve the patient. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward activities. Studies of individual patients are continued and amplified. Techniques of a more complicated nature are presented and practiced. During the last six weeks material is presented which forms the basis for change from preclinical practice to practice in the basic clinical areas. Nursing care of patients and their conditions are discussed. Emphasis is placed on the nature and need for keen observation of patients and succinct reports.

PHARMACOLOGY I

Miss Perkins and Assistants

In this course are studied the arithmetic processes involved in making solutions and in giving medicines. The metric system is used in this hospital but the apothecary system is also studied. The students make solutions and pour medicines until dosage is understood. This course is a service course for Nursing I in that the student is taught the basic knowledge pertaining to solutions and administration of medicines orally and parenterally. Then the procedures are taught in nursing at the appropriate time. Knowledge of decimal fractions and metric system measurement is imperative. To that end, an arithmetic pretest is given during the first week. Students unable to pass this test must be prepared to do special study out of class and, if tutored, to meet the expense.

NURSING III—UNIT I (15 hours) FIRST AID AND EMERGENCY NURSING.
Authorized Red Cross Instructor

This course presents the principles underlying effective nursing in emergencies and the procedures which represent safe first aid care. The content of the course is based in large part upon the principles taught in medical and surgical nursing.

NURSING III—UNIT II (16 hours) ADAPTATION OF NURSING ACTIVITIES
TO THE HOME.

Miss Perkins, Miss Larson, and Clinical Nursing Instructors

A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration is given to prolonged convalescence, the care of persons with chronic disease, and cases of incipient mental illness. Improvised equipment and modified procedures are developed, demonstrated, and discussed.

NURSING III—UNIT III (24 hours) PUBLIC HEALTH NURSING

Miss Larson, Mrs. Morris

This course emphasizes the nurse's responsibility to her patients and to the prevention of illness and to the promotion of family and community health. The discussion of the public health nurse's activities in this responsibility is planned to enhance the student's appreciation of the health needs of the individual, the family, and the community. The development of public health nursing, its principles and trends are presented.

A six hour unit on Social Hygiene is included. One object is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life, and another is to prepare the student to assist, as a nurse, in the effective teaching of social hygiene.

COMMUNITY SANITATION AND HYGIENE (15 hours). Miss Larson

The object of this course is to give the student some practical knowledge of the problems of sanitation and its important relationship to the health of the people. Through the discussion of methods of control and education, the student becomes aware of the nurse's opportunity to participate in programs for the improvement of community health. A field trip is planned to observe the principles of sanitation in practice.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (100 hours). Miss Dolloff

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. The student is given opportunity for as much laboratory work as possible whereby she may gain concrete conceptions of the body structures and their normal functioning, which serves as a basis to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (60 hours).

Mrs. Hine

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours).

Miss Johnson

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

SOCIAL SCIENCES

GUIDANCE OF STUDY (5 hours).

Miss Sherwin and Instructors

An introductory unit of the psychology course which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, use the library, and other skills basic to effective study.

PROFESSIONAL ADJUSTMENTS I (20 hours). Miss Sleeper and Assistants

These lectures and discussions are based upon the underlying principles of human conduct as related to nursing ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the Hospital, the School of Nursing, and her co-workers.

HISTORY OF NURSING (16 hours).

Miss Sherwin

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

PROFESSIONAL ADJUSTMENTS II AND III (30 hours).

Miss Sleeper and Assistants

A brief survey of the development in the field of nursing and of the preparation needed for service in the various branches of nursing. A survey of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where, as young graduates, they will sense their professional obligations and actively support these organizations and the profession as a whole.

PSYCHOLOGY (24 hours).

Miss Sherwin

Lectures, panel discussions, and experiments are used to illustrate human behavior. The mental processes involved in daily adjustments are studied and consideration is given to the influence of constitutional factors and life experiences in determining the total personality. Emphasis is placed upon the underlying principles of teaching and their application to the teaching of health according to patients' needs. The fundamental principles of mental hygiene are stressed, with special emphasis on personal adjustment of the student herself.

SOCIOLOGY (17 hours).

Miss Sherwin

A study of the principles underlying group living, the evolution of family life, the economic, social and personal problems which confront the present-day family. The development of group life through the years of human experience to its present complex organization is considered. The student is introduced to community agencies concerned with the improvement of social welfare.

NUTRITION I—NORMAL NUTRITION (40 hours).

Miss Berry

A discussion of the role that nutrition plays in the total picture of health and physical status. Consideration is given to the need for nutritive essentials to carry on the maintenance of the body as well as its daily activities. Application of these requirements is made by the student as she evaluates her own dietary habits. Emphasis is placed in the laboratory upon skill in preparation and service of certain foods which the student will use often in her daily ward routines.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY

(16 hours).

Miss Berry

A study of the modification of the normal adequate diet to meet the needs of patients receiving corrective diets. Individual patients are studied to illustrate the principles of Diet Therapy and to observe the results obtained from these dietary measures.

NUTRITION III—SOCIAL DIETETICS (8 hours).

Miss Berry

This course aims to develop in the student an appreciation of the importance of planning adequate nutrition for family groups. The economic, social, and psychological backgrounds which effect nutritional preferences are discussed. Special emphasis is placed on the problems of the low income group. By interpreting the basic factors involved in the selection, purchase, and care of food, the nurse is able to make a valuable contribution toward the solution of public health problems.

MEDICAL AND SURGICAL NURSING

COMMUNICABLE DISEASES (20 hours).

Drs. Waring, Feemster, and Pittman; Miss Grady

A course of lectures, discussions, moving pictures, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, nursing care, and prevention.

DERMATOLOGY (10 hours).

Dr. Griesemer, Miss Byrne

This course covers the more common social, occupational, and parasitic dermatoses, including discussion of etiology, symptomatology, treatment and prevention. Also included is a unit on syphilis, emphasizing the importance of early diagnosis and treatment and the nation-wide effort in process to facilitate control and prevention of this disease.

MEDICINE I (44 hours).

Visiting Physicians and Clinical Nursing Instructors

A study of the etiology, clinical manifestations, course, treatment, prevention, and control of medical conditions. The course is given concurrently with the students' medical ward experience so that she may have the opportunity to apply the study intelligently and effectively while caring for the individual patient. Emotional factors, as well as the socio-economic problem, are included in relation to the total care of the patient. Emphasis is placed on the public health aspects of each disease.

DISEASES OF THE EYE, EAR, NOSE AND THROAT (15 hours).

Drs. Mosher and Cordray; Miss Gilmartin

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary and Perkins Institute for the Blind help to make the course of study more vivid and valuable.

NEUROLOGY (10 hours).

Visiting Staff; Miss Rearick

After a brief review and a study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neuro-surgical conditions. Through the nursing classes, specialized nursing measures are presented.

SURGERY I—GENERAL SURGERY (40 hours).)

Visiting Physicians; Miss Corkum

This course is given by surgical specialists and the surgical clinical nursing instructors. The physicians present the etiology, signs and symptoms, principles underlying care, surgical intervention and treatment. The nursing instructors discuss application of this knowledge and demonstrate techniques and skills whereby students may develop concepts fundamental in effective nursing of the surgical patient.

SURGERY II—GYNECOLOGY (15 hours).

Visiting Physicians, Miss Corkum and Clinical Nursing Instructors

This individual unit of study has been set up to include discussion of gynecological conditions, emphasizing especially the etiology, symptomatology, pathology, treatment, and commonly employed nursing procedures.

ORTHOPEDICS (15 hours).

Dr. Larson; Mrs. Andrews

This course is a presentation of the common congenital and acquired orthopedic conditions with emphasis on factors contributing to the prevention and correction of deformities of the musculo-skeletal system. It considers the general principles of orthopedic nursing and their application to the nursing care of all patients. The social, educational, economic and psychological aspects of the care of the handicapped in the process of rehabilitation are integrated throughout.

OPERATING ROOM NURSING (10 hours).

Miss Norris

Herein are presented the principles underlying asepsis and the techniques used in the operative care of patients. Demonstrations are given of the different types of set-ups and operative procedures as a means of orienting the student to her operating room experience.

PATHOLOGY (20 hours).

Dr. Fennell

An introductory clinical course which leads from the consideration of normal structure and function, as studied in anatomy and physiology, to a consideration of disease conditions. Causes of disease, the body's reaction, and the doctor's methods of diagnosis are explained. This study lays the foundation of subsequent courses in medical and surgical nursing and prepares the student to observe and understand the patient's symptoms and to assist the doctor with the diagnostic tests and procedures.

PHARMACOLOGY II (26 hours).

Miss Stanford

The study of drugs and other common types of therapy. Emphasis is placed on the important drugs, their administration, dosage, mode of action, toxicology, emergency treatment, and therapeutic use as related to the systems affected. Effort is made to develop in the student an appreciation of the nurse's responsibility in administering or in assisting with the administration of the various types of therapy.

UROLOGY (10 hours).

Dr. Kerr; Miss Wolesley

This course deals with urological diseases, their causes, symptoms, treatment, nursing care, prevention, and complications. The classes are scheduled to parallel the nursing experience, and since some of those conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

PEDIATRIC NURSING

NURSING CARE OF THE CHILD (36 hours).

Pediatric Staff, Miss Latham and Miss Grogan

The course presents the physical, mental, and social development of normal children and the major aspects of diseases of childhood. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. Care of premature infants and diversional therapy for children, as well as an interpretation of nursery school objectives with nursery school experience are included.

AFFILIATIONS

OBSTETRICAL NURSING (60 hours). Obstetrical Staff and Supervisors

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where courses are given in the principles and practices fundamental to obstetrical nursing, including pre-natal and post-natal care.

PSYCHIATRY (96 hours). Psychiatric Staff and Supervisors

Approximately 13 weeks are devoted to an affiliation at McLean Hospital. Here the student is given a survey of the etiology, symptomatology, and treatment of the various types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Mental hygiene, occupational therapy, recreational therapy, and hydro-therapy are included in the course.

SUMMARY OF CLASS HOURS

NURSING AND HEALTH EDUCATION.....	336 hours
Nursing I and II—Introduction to General Nursing Principles and Practice including Care of Patients' Environment. Band- aging, Massage, and Diversional Therapy—265	
Nursing III	
Unit I—First Aid and Emergency—16*	
Unit II—Nursing Care Adaptations to the Home—18	
Unit III—Principles and Practices of Public Health Nursing—24	
Community Sanitation and Hygiene—15	
BIOLOGICAL AND PHYSICAL SCIENCES—APPLIED TO NURSING	205 hours
Anatomy and Physiology—100	
Chemistry—60	
Microbiology—45	
SOCIAL SCIENCES—APPLIED TO NURSING.....	116 hours
Guidance of Study—5	
History of Nursing—16	
Professional Adjustments I—20	
Professional Adjustments II and III—30	
Psychology—24	
Sociology—17	
Social Service*	
NUTRITION	59 hours
Nutrition I—40	
Nutrition II 16*	
Nutrition III—8	
MEDICAL AND SURGICAL NURSING	254 hours
Communicable Diseases—20	
Dermatology—10	
Diseases of Eye, Ear, Nose and Throat—16	
Medical Nursing—44	
Orthopedics—15	
Operating Room Nursing—10	
Pathology—20*	
Pharmacology I—30	
Pharmacology II—26*	
Surgical Nursing—40	
Urology—10	
NEUROLOGICAL AND PSYCHIATRIC NURSING.....	96 hours
OBSTETRICAL NURSING.....	60 hours
NURSING CARE OF THE CHILD	36 hours
Total	1162 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given,
 Medical Ward Instruction..... 2-4 hours each week
 Surgical Ward Instruction..... 2-3 hours each week
 Out-Patient Clinic Instruction..... 1-2 hours each week
 Operating Room Instruction 3 hours each week

*Integrated with related courses

Students

CLASS OF 1949

- | | |
|---|---|
| Sylvia M. Anderson, Brockton, Mass. | Blanche R. Couillard, Worcester, Mass. |
| Nancy Brown, Arlington, Va. | Muriel P. Edge, Hamden, Conn. |
| Jean E. Chiron, Torrington, Conn. | Joan L. Flanagan, Peabody, Mass. |
| Josephine J. A. Cislo, Gill, Mass. | Margaret A. Fraser, Cambridge, Mass. |
| Beatrice A. Comstock, Madawaska, Me. | Mary L. Hamilton, Medford, Mass. |
| Margaret Conners, Gardner, Mass. | Isabel Hesketh, Seekonk, Mass. |
| Dorothy H. Curtis, Natick, Mass. | Katherine M. Hogan, Lowell, Mass. |
| Nancy DiMattia, Medford, Mass. | Dorothy E. Johnson, Roxbury, Mass. |
| Lois I. Frothingham, South Paris, Me. | Joan Kiley, Concord, N. H. |
| Shirley Gordon, Andover, Mass. | Mary H. Libbey, Lawrence, Mass. |
| Elizabeth Grant, Dorchester, Mass. | Phyllis M. Low, Gloucester, Mass. |
| Phyllis M. Haydon, Fairhaven, Mass. | Jean E. Lutz, So. Orange, N. J. |
| Selma W. Hermann, Manchester, Conn. | Patricia J. Malloy, Beverly Farms, Mass. |
| Catherine Hrycay, Fairview, Mass. | Margaret E. Manning, Brighton, Mass. |
| Dorothy B. Iwanicki, Meriden, Conn. | Janice H. Miller, Manchester, Conn. |
| Rose H. Jacobs, Meriden, Conn. | Mary Morse, New York, N. Y. |
| Gertrude M. Kennedy, Wollaston, Mass. | Joan Paris, Worcester, Mass. |
| Lois Lubinsky, Fall River, Mass. | Marie L. Pearce, Unionville, Conn. |
| Mary A. Morris, Cambridge, Mass. | Ruth B. Postler, Adams, Mass. |
| Barbara L. Richardson, Salsbury Cove, Me. | Marylyn M. Poulter, Salem, Mass. |
| Barbara J. Roser, Hartford, Conn. | Barbara M. Powell, Brighton, Mass. |
| Clara T. Skowrya, Palmer, Mass. | Mary C. Scahill, Hopedale, Mass. |
| Emilia C. Swierad, Chicopee, Mass. | Elizabeth A. Smith, Dorchester, Mass. |
| Kathleen A. Weare, Woodsville, N. H. | Evelyn R. Smith, Malden, Mass. |
| Jane Woodbury, Milton Mills, N. H. | Anna E. Spahl, Thompson, Conn. |
| Jacqueline Auger, Manchester, N. H. | Barbara L. Stevens, Plymouth, Mass. |
| Elsie Bahsler, Tyngsboro, Mass. | Ruth A. Stillman, Wareham, Mass. |
| Catherine Brennan, Worcester, Mass. | Ruth L. Stronach, Brookline, Mass. |
| Jean Brower, E. Lynn, Mass. | Ruth E. Tillson, So. Carver, Mass. |
| Margaret Carter, Johnson, Vt. | Gertrude C. Walsh, Dorchester, Mass. |
| Frances Cavallo, Utica, N. Y. | Irene M. Weisslinger, So. Weymouth, Mass. |
| Phyllis R. Chadbourne, No. Edgecomb, Me. | Marjory Wescott, Sharon, Mass. |
| Elenore M. Cleary, Dorchester, Mass. | Sara L. Wilhelm, Cardiff, Md. |
| | Jane A. Wragg, Northampton, Mass. |

CLASS OF 1950

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| Kathleen Aylett, Bristol, Conn. | Martha V. Ware, Godfrey, Ill. |
| Elizabeth B. Bell, Buffalo, N. Y. | Ruth A. Yelland, Lawrence, Mass. |
| Effie A. Connors, Cambridge, Mass. | Irma Arias, Mexico City, Mexico. |
| Marjorie J. Dickinson, New Bedford, Mass. | Claire Balmforth, So. Boston, Mass. |
| Juanita E. Dube, Springfield, Mass. | Marguerite Barrett, Concord, Mass. |
| Barbara Fink, Detroit, Mich. | Dorothy M. Berry, Southbridge, Mass. |
| Mary Ann Gregory, Cowesett, R. I. | Doris Biggs, Somerville, Mass. |
| Carol Hazeltine, Norwichtown, Conn. | Louise F. Blackwell, E. Arlington, Mass. |
| Barbara C. Karbaum, Cambridge, Mass. | Nellie C. Borsa, Indian Orchard, Mass. |
| Beverly C. Kerr, Marblehead, Mass. | Alice V. Briggs, Old Greenwich, Conn. |
| Irene Lamansky, Millville, Mass. | Norma S. Brisson, Newmarket, N. H. |
| Caroline Meinelt, Methuen, Mass. | Elizabeth Brousseau, Braintree, Mass. |
| Rose Mary Miller, Morris, Conn. | Margaret Brown, Barton, Md. |
| Mary E. O'Keefe, Somerville, Mass. | Rachel Brown, Hinsdale, N. H. |

Eleanor J. Burns, Worcester, Mass.
 Ida M. Carnell, St. John's, Newfoundland.
 Kwai-Jun Chang, Wellesley, Mass.
 Marcia F. Coppelman, Boston, Mass.
 Joanne C. Dionne, Nashua, N. H.
 Patricia A. Dunsmoor, Quantico, Va.
 Lochlynn Eve, Birmingham, Ala.
 Mary E. Fifield, Islip, L. I., N. Y.
 June E. Ford, Concord, Mass.
 Mavis H. Fox, Kezar Falls, Me.
 Claire H. Griffin, Lawrence, Mass.
 Charlotte M. Hardy, Somerville, Mass.
 Constance R. Harrison, Salem, Mass.
 Barbara J. Holm, Wollaston, Mass.
 Elizabeth E. Jones, Maynard, Mass.
 Virginia A. Kelley, Fall River, Mass.
 Carolyn G. Kilmer, Millbury, Mass.
 Constance R. Lindsay, Lexington, Mass.
 Louise A. McKenzie, Hinesburg, Vt.
 Yvonne Matson, Quincy, Mass.
 Marie T. Matthews, Revere, Mass.
 Mary Ann Melzer, Belmont, Mass.
 Eleanor A. Mesquita, New Bedford, Mass.
 Louise A. Miolene, New Haven, Conn.
 June A. Moore, Malden, Mass.
 Laurene E. Morrill, Windsor, Vt.

CLASS OF 1951

Mary S. Adams, Greenwood Mt., Me.
 Vivianne M. Anderson, Stoughton, Mass.
 Donna R. Berry, Windsor, Vt.
 Marguerite M. Brovelli, Framingham, Mass.
 Marian E. Cairns, Bernardston, Mass.
 Mary E. Cipriani, Clinton, Mass.
 Joyce E. Corbett, Kentville, N. S.
 Ellen Curtis, Nanticoke, Pa.
 Jeanne Derrah, West Boylston, Mass.
 Nancy W. Gordon, Providence, R. I.
 Mary F. Graham, E. Greenwich, R. I.
 Patricia V. Hastings, Windsor, Vt.
 Marie E. Himmelsbach, Northampton, Mass.
 Loeta A. Hudson, Concord, Mass.
 Ann M. Lewis, Attleboro, Mass.
 Katherine J. MacKichan, Arlington, Mass.
 Marilyn S. MacQuarrie, Foxboro, Mass.
 Patricia J. Martin, Kenmore, N. Y.
 Margaret May, Concord, N. H.
 Ann Mockler, Holyoke, Mass.
 Sally J. Porter, Wellesley, Mass.
 Charlotte M. Raymond, New Bedford, Mass.

Mary C. Murray, New Bedford, Mass.
 Florence A. Nagao, Honolulu, T. H.
 Alice G. Notz, Boston, Mass.
 Audrey C. Olesen, Cranston, R. I.
 Ruth E. Parker, Pittsfield, Mass.
 Othilia Pestana, So. Dartmouth, Mass.
 Helen J. Plata, Indian Orchard, Mass.
 Joyce Prentiss, Manchester, Conn.
 Lucy S. Rich, Wellfleet, Mass.
 Agnes G. Ricketson, So. Braintree, Mass.
 Florence M. Ridlon, Cambridge, Mass.
 Joan I. Risser, Marlboro, Mass.
 Dorothy J. Santos, Hudson, Mass.
 Erma J. Scheiderer, Forestville, Conn.
 Erva J. Scheiderer, Forestville, Conn.
 Mary Phyllis Shea, Newtonville, Mass.
 Chelsea Silva Bans, Providence, R. I.
 Elaine J. Smith, E. Boston, Mass.
 Sarah H. Smith, Cumberland Mills, Me.
 Janet Snowman, Caribou, Me.
 Helen Tighe, Portland, Me.
 Audrey E. Tillotson, No. Brookfield, Mass.
 Elaine Weaver, Springfield, Mass.
 Barbara M. Witham, Stoughton, Mass.
 Norma E. Wright, Stockholm, Me.
 Shirley Wry, Stoughton, Mass.

Mary A. Reilly, Cambridge, Mass.
 Michelle H. Reymond, Charlottetown, N. S.
 Marilyn L. Rutherford, N. Brookfield, Mass.
 Betty V. Smith, Framington, Mass.
 Geraldine L. Smith, Boston, Mass.
 Mary E. Smith, Winchester, Mass.
 Sylvia L. Thyng, Springvale, Me.
 Alice K. Adams, Malden, Mass.
 Nancy J. Anderson, Wakefield, Mass.
 Jean B. Bailey, Brooklyn, N. Y.
 Ruth S. Baker, Chesterfield, Mass.
 Pauline E. Blanchette, Danvers, Mass.
 Ellen F. Bowen, Auburndale, Mass.
 Kathleen A. Bradley, W. Peabody, Mass.
 Marie E. Broderick, No. Andover, Mass.
 Carlyn J. Bryant, Petersham, Mass.
 Dorothy I. Burke, Westminster, Md.
 Dorothy G. Capetti, Barre Plains, Mass.
 Mary Carlson, Framingham, Mass.
 Joan L. Christofferson, Acton Centre, Mass.
 Janet C. Connolly, Dorchester, Mass.

- Mary S. Coombs, Seabrook, N. H.
 Virginia C. Courant, Gloucester, Mass.
 Marion A. Decker, Springfield, Mass.
 Roberta L. Dodd, Stratford, Conn.
 Shirley Duncan, Malden, Mass.
 Celia Egan, Rockland, Mass.
 Claire Farrell, Fall River, Mass.
 Ruth Fearnley, New Britain, Conn.
 Alice Forstall, Amsterdam, N. Y.
 Joan S. Foster, Hingham, Mass.
 Gretchen I. Gearhart, Minneapolis, Minn.
 Gloria Gilson, Belmont, Mass.
 Leona M. Golding, Poquonock, Conn.
 Martha P. Gordon, Providence, R. I.
 Dorothy Gracie, So. Dartmouth, Mass.
 Mary L. Hagerty, Melrose, Mass.
 Elizabeth A. Hale, Millinocket, Me.
 Harriet A. Henderson, Somerville, Mass.
 Patricia C. Hughes, Wollaston, Mass.
 Dorothy M. Hunt, Marshfield, Mass.
 Jeanine T. Jacques, Springfield, Mass.
 Helen Jazwinski, New Britain, Conn.
 Doris R. Kates, Conway, N. H.
 Marion L. Kelleher, Wollaston, Mass.
 Joyce M. Kiley, Concord, N. H.
 Eleanor L. Lynch, Arlington, Mass.
 Joan E. McCarthy, Danvers, Mass.
 Shirley M. Macek, Adams, Mass.
 Patricia M. MacInnis, Watertown, Mass.
 Evelyn R. Magyar, So. Norwalk, Conn.
 June M. Mariner, Hartsdale, N. Y.
 Delores J. Merz, Bristol, Conn.
 Barbara L. Murray, Beverly, Mass.
 Hilda M. Nelson, New Bedford, Mass.
 Ida J. Nowlan, Hudson, Mass.
 Virginia M. Papineau, Brockton, Mass.
 Joan A. Perrault, Methuen, Mass.
 Viola M. Persechino, So. Barre, Mass.
 Beverly J. Pierce, Augusta, Me.
 Virginia M. Pierobello, Portland, Me.
 Katherine L. Pinckney, Corona, N. Y.
 Thelma M. Porcelli, Providence, R. I.
 Natalie M. Quirk, Manchester, N. H.
 Eunice J. Randall, Mattapoisett, Mass.
 Genevieve M. Rice, Millbury, Mass.
 Olga Sadotti, Hartford, Conn.
 Mary M. Sargent, Manchester, Mass.
 Joan M. Sator, Clinton, N. Y.
 Doris W. Sears, W. Medford, Mass.
 Joyce A. Severy, Rochester, Vt.
 Lois M. Sinclair, Barre, Mass.
 Anna H. Skoog, No. Oxford, Mass.
 Ernestine A. Skoog, No. Oxford, Mass.
 Joyce Slocum, E. Rochester, N. Y.
 Carol J. Smith, Clinton, Conn.
 Marilyn E. Smith, Stoughton, Mass.
 Janet B. Stocks, Norfolk, Conn.
 Doris E. Stone, Lancaster, N. H.
 Johanna M. Strauss, Kobe, Japan
 Joan A. Sumner, Granville, N. Y.
 Joanne E. Taylor, Needham, Mass.
 Florence M. Thistle, Turners Falls, Mass.
 Betty L. Thomas, Poquonock Bridge, Conn.
 Margaret Tobin, Dover, Mass.
 Joan G. Vaillant, W. Concord, Mass.
 Barbara M. Whitlock, Summit, N. J.
 Phyllis A. Young, Schenectady, N. Y.
 Anne C. Zaniewski, Maynard, Mass.

DEGREE PROGRAM

RADCLIFFE COLLEGE, MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

CLASS OF 1952

- Dorothy A. Hodge, Malden, Mass.
 Hope Ingersoll, Buzzards Bay, Mass.
 Marjorie E. Otten, Kenmore, N. Y.

CLASS OF 1953

- Sarah E. Davis, Ilion, N. Y.
 Ann Harrer, Orient, Long Island, N. Y.
 Ruth E. Mann, Methuen, Mass.
 Ann Roberts, Ho-Ho-Kus, N. J.
 Gudrun Robinson, West Newton, Mass.
 Julia Mullins, South Dartmouth, Mass.

CLASS OF 1954

- Elizabeth Brett, Fairfield, Conn.
 Judith Grose, Milton, Mass.
 Anne W. Long, Staten Island, N. Y.
 Barbara Kagan, Chelsea, Mass.
 Elizabeth McKinster, New Haven, Conn.

RECOMMENDED READING

1. NURSES AND NURSING

Brown—Nursing as a Profession
Deming—Careers for Nurses
Dock & Stewart—Short History of Nursing
Gelinas—Nursing and Nursing Education
Greenbie—Lincoln's Daughters of Mercy
Harper—Merely the Patient
Nightingale—Notes on Nursing
Pennock—Makers of Nursing History
Poule—Nurses on Horseback
Wales—Public Health Nurses in Action

2. SOCIAL PROBLEMS

Addams—Twenty Years at Hull House
Beverly—In Defense of Children
Barton—And Now to Live Again
Bucklin—A Primer for White Folks
Cannon—Social Work in Hospitals
Deschweintz—Art of Helping People Out of Trouble
Fitch—One God
Graham—Earth and High Heaven
Richardson—Patients Have Families
Smillie—Preventive Medicine and Public Health
Stern—Mental Illness, a Guide for the Family
Ward—The Snake Pit

3. ETHICS

Cabot—Meaning of Right and Wrong
Cabot—What Men Live By
Cabot & Dicks—Art of Ministering to the Sick
Fosdick—On Being A Real Person
Goodrich—The Social and Ethical Significance of Nursing
Phelps—Happiness
Rucker—Leadership
Shoemaker—How You Can Help Other People

4. BIOGRAPHY AND HISTORY

Andrews—Lost Command
Cannon—The Way of an Investigator: a Scientist's
Experiences in Medical Research
Cook—Florence Nightingale
Curie—Madame Curie
Gumpert-Hahnemann—Adventures of a Medical Rebel
Irving—Safe Deliverance
Jaffee—Men of Science in America
Mead—History of Women in Medicine
Radcliff—Yellow Magic: the Story of Penicillin
Raper—Men Against Pain: the Epic of Anesthesia
Sigerist—Great Doctors

